DOCUMENT RESUME

ED 414 978 JC 980 053

AUTHOR	Zumwalt, Joan
TITLE	Assessment of General Education Curriculum, 1997.
INSTITUTION	Coconino Community Coll., Flagstaff, AZ.
PUB DATE	1997-09-00
NOTE	37p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Articulation (Education); College Faculty; College Instruction; College Planning; *Community Colleges; *Core Curriculum; Course Descriptions; Course Objectives; *Curriculum Based Assessment; Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; Educational Assessment; Educational Improvement; Educational Objectives; Evaluation Criteria; *General Education; Mission Statements; Required Courses; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	*Coconino Community College AZ

ABSTRACT

In 1997, Coconino Community College (CCC) assessed its general education curriculum according to faculty curriculum preference and the dictate of the General Education course outlines. CCC first clarified the General Education Values Statement and the criteria for its general education courses and core curriculum. Data that defined general education goals were collected from twenty college-level institutions, and common patterns in the general education assessment process were identified. Faculty voted on the curriculum criteria they felt were most important, and determined that precise writing, critical reading, problem solving, effective oral/signed communication, logical reasoning skills, analyzing and synthesizing, and independent thinking skills were imperative. General Education course outlines were then examined and revised to fit these criteria. The next step in the assessment process will be to determine if students are learning the identified skills, principles, and perspectives. Appendices include the faculty survey, outline check list, guidelines for outline revisions, justification statement for revisions, and a summary of examination of course outlines. (YKH)

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ED 414 978

COCONINO COMMUNITY COLLEGE

ASSESSMENT OF GENERAL EDUCATION CURRICULUM

1997

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ASSESSMENT OF GENERAL EDUCATION CURRICULUM

Joan Zumwalt

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PREFACE

Beginning our academic assessment with our General Education Core Curriculum follows a precedent well established by other colleges. It is also supported by statistics: Fall Semester, 1996, 51% of all student credit hours at the Flagstaff campus were in the general education classes. During the same time, 48% of the student head counts were in general education courses. Another measure is that eighty-one courses in a course bank of nearly five hundred courses are designated general education: 16% of our courses account for over 50% of our student credit hours.

Starting with an overview of this assessment project, many hours were devoted to writing the mission statement and philosophy for Coconino Community College. We discussed at length "teaching" vs "learning"; I suggested that, in general, universities seemed to be more concerned with teaching, while community colleges focused more on learning. Finally, our mission statement read: "The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community."

We were gratified to read an article from Change, November/December 1995, by Robert B. Barr and John Tagg entitled "From Teaching to Learning- A New Paradigm for Undergraduate Education":

> *...the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift. . .is both needed and wanted.*

Our goal of student success reflects the following observations:

> *Under the older paradigm, colleges aimed to provide access to higher education. . . . Too often, mere access hasn't served students well. Under the Learning Paradigm, the goal for . . . students . . . becomes not simply access but success. By 'success' we mean the achievement of overall student educational objectives such as earning a degree, persisting in school, and learning the 'right' things — the skills and knowledge that will help students to achieve their goals in work and life.*

This definition of success serves as a partial guideline for our assessment of institutional effectiveness. The assessment of our General Education Core Curriculum is concerned with students learning the "right" things, insofar as we are able to determine what constitutes desirable outcomes for the general education portion of students' education.

Joan Zumwalt
Editor
May, 1997

BACKGROUND OF GENERAL EDUCATION AT COCONINO COMMUNITY COLLEGE

The General Education Core Curriculum was developed according to guidelines established by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona to facilitate transferability. This process entailed writing criteria for all General Education courses and specific criteria for each of the seven areas. Subsequent courses added to the General Education course bank and changes to existing General Education courses are reviewed and approved by the Curriculum Committee.

In 1993, the College published the Transfer General Education Core Curriculum (TGECC), and an update study was made by a sub-committee of the CCC Curriculum Committee during the 1995-96 academic year. The Committee was comprised of two full-time faculty members with release time to coordinate the curriculum revision. Five faculty were involved in the task of revising and writing new curriculum. Special attention was given to integrating new courses and courses existing in the course bank into the general education core curriculum. The project also focused on adding courses to fulfill the requirements for intensive writing/critical inquiry, ethnic/race/gender awareness, and global/ international or historical awareness. Although none of the activities was labeled as "assessment," they were undertaken to improve the Transfer General Education Core Curriculum.

In the fall of 1995, the Curriculum Committee established the requirement that all course outlines must contain measurable outcomes. Major components of these outlines must be incorporated into course syllabi provided to all students. However, at the beginning of this assessment project, few of the outlines had been revised to include measurable outcomes.

The existing "General Education Values Statement" and the criteria for each General Education area follow:

GENERAL EDUCATION VALUES STATEMENT

General education core curriculum courses provide college level skills and expose students to broad areas of knowledge generally expected from an educated person. Such knowledge provides a basis for university study or lifelong education. These courses provide students opportunities to enhance understanding and appreciation of themselves, their culture, the larger society, the history and culture of humankind, the principles of effective communication, and the principles of mathematics, science, and technology.

General education studies give students reading, writing, and quantitative thinking skills, including critical reading and observation, precise writing, reasoning, problem solving, analyzing, and synthesizing, evaluation, critical writing, logical reasoning, and independent thinking.

These courses provide an opportunity for students to integrate knowledge from a variety of sources and perspectives. The General Education Core Curriculum thus enhances the student's ability to communicate effectively, think rationally, and contribute responsibly as an active member of society.

Criteria for General Education Courses

Coconino Community College has adopted the following criteria for its general education courses:

General Education Courses must:

1. Be accepted for transfer credit as equivalent course, departmental elective credit, or general elective credit at all three Arizona state universities according to the Course Equivalency Guide for the academic year in which the course was taken.
2. Meet the criteria of the General Education Values Statement.
3. Recognize and accommodate diverse cultural backgrounds and values.
4. Promote intellectual exchange as an essential part of the learning process.
5. Meet the particular TGECC area criteria.

CRITERIA FOR GENERAL EDUCATION COMPOSITION COURSES

Composition courses at Coconino County Community College promote situation-appropriate writing, critical thinking, and analytical reading.

Composition courses:

1. Present, analyze, and synthesize models of discourse.
2. Foster critical thinking as a prerequisite to action.
3. Encourage the use of context-appropriate language.
4. Enhance students' awareness of the importance of precise and appropriate language use in academic as well as non-academic arenas.
5. Emphasize and illuminate the relationship between reading and writing.
6. Advocate the appropriate use of personal and public voice in composition.
7. Encourage writing as a tool for intellectual and self-discovery or as a device for social language.
8. Allow students the opportunity to learn and perfect composition formats and styles.
9. Encourage a life-long commitment to the refinement of communication and language skills.
10. Pursue the above objectives through the following:
    a. frequent discussions encouraging students to develop skills in critical listening, thinking, and interacting;
    b. written discourse both in class and out of class;
    c. at least one presentation;
    d. writing assignments of increasing difficulty;
    e. instructor-evaluated compositions of lengths commensurate with the objectives of individual courses;
    f. papers revised according to instructor comments and suggestions;
11. Enroll no more than 25 students per section.

These courses require that students question, analyze, criticize, synthesize, and think and write critically about contemporary and classical issues.

CRITERIA FOR GENERAL EDUCATION MATHEMATICS COURSES

Mathematics courses at Coconino County Community College are concerned with developing essential skills in mathematics and an appreciation of the usefulness of mathematics in a variety of discipline areas.

Mathematics courses:

1. Develop, analyze, and evaluate systems of equations including:
   a. linear
   b. non-linear
   c. inequalities
2. Explore elementary operations with matrices.
3. Analyze the following types of functions and their properties:
   a. quadratic and higher order
   b. exponential and logarithmic
   c. inverse
4. Employ the concepts of mathematical modeling to a variety of application problems.
5. Examine sequences and series.
6. Develop critical thinking skills through situational analysis and problem solving.
7. Promote the understanding of probability and the limitation of deductive and inductive reasoning.
8. Include the above criteria or require College Algebra as a prerequisite.

These courses encourage students to become mathematically literate by enabling them to quantitatively compare, analyze, and model situations encountered in the "real world."

CRITERIA FOR GENERAL EDUCATION ARTS AND HUMANITIES COURSES

Arts and Humanities courses at Coconino County Community College are concerned with ideas, values, and creations across a broad range of cultural and historical backgrounds.

Arts and Humanities courses:

1. Examine cultural contributions of humanity.
2. Explore philosophies and values which influenced those creations.
3. Cultivate intellectual curiosity and a desire for the pursuit of knowledge.
4. Analyze and evaluate significant trends from various cultures and epochs.
5. Develop understanding and a sensitivity to cultural and historical contexts.
6. Emphasize one or more of the following:
   a. the cultural heritage and ethnic and racial minorities;
   b. concern with moral, aesthetic, and spiritual values;
   c. the role of women in arts or humanities;
   d. skills of critical thinking, analysis, and communication of ideas.

These courses encourage students to explore, question, compare, and analyze moral, aesthetic, spiritual, and cultural ideas and works.

CRITERIA FOR GENERAL EDUCATION SOCIAL AND BEHAVIORAL SCIENCE COURSES

Social and behavioral science courses at Coconino County Community College are concerned with human interactions in historical, political, social, or psychological contexts.

Social and behavioral science courses:

1. Examine methods of inquiry, theories, and interpretations which guide research in specific disciplines.
2. Explore cultural, social, historical, geographical, economic, and environmental issues which provide a basis for informed citizenry.
3. Cultivate intellectual curiosity and a desire for pursuit of knowledge.
4. Analyze and evaluate significant issues of universal human concern.
5. Develop understanding of and a sensitivity to the human condition in cultural and historical contexts.
6. Develop critical thinking.
7. Emphasize one or more of the following:
   a. cultural heritage of ethnic and racial minorities;
   b. issues of moral, intellectual, political, social, or psychological significance;
   c. roles of women in social and behavioral sciences;
   d. skills of communicating ideas.

These courses encourage students to investigate, question, analyze, and compare the significant representative theories, interpretations, and perspectives of each discipline.

CRITERIA FOR GENERAL EDUCATION PHYSICAL AND BIOLOGICAL SCIENCE COURSES

Physical and biological science courses at Coconino County Community College are concerned with developing knowledge and questioning attitude in students through the study of natural sciences, interactions within natural sciences, and methods of inquiry.

Physical and biological science courses:

1. Examine methods of inquiry, theories, and interpretations of principles and concepts within a discipline and their relationships to other disciplines.
2. Use scientific methods to explore and analyze these principles and concepts and the development of scientific knowledge.
3. Cultivate intellectual curiosity and a desire for pursuit of knowledge.
4. Analyze and evaluate significant issues of science in relation to society and become aware of the scope and limitations of current theories.
5. Develop understanding of and a sensitivity to the benefits, risks and costs of scientific inquiry.
6. Develop critical thinking skills through laboratory work and/or field trips requiring written reports and other presentations emphasizing observation, analysis and conclusions.
7. Illustrate the usefulness of mathematics in describing in quantifying principles and concepts.

These courses encourage students to investigate, question, analyze, and compare scientific principles and theories and become more scientifically literate on societal issues.

CRITERIA FOR INTENSIVE WRITING AND CRITICAL INQUIRY COURSES

The intensive writing and critical inquiry courses:

1. Require ENG 101 as a prerequisite and ENG 102 as a prerequisite or corequisite.
2. Emphasize the gathering, interpretation, and evaluation of evidence.

3. Develop skills in analyzing and synthesizing information.
4. Provide an environment which values factual and rational interchange.
5. Encourage awareness of faulty reasoning.
6. Foster flexible and creative thinking.
7. Enroll no more than 25 students per section.
8. Require successful completion of the writing component to pass the class.
9. Pursue the above objectives through the following:
   a. frequent discussions encouraging students to develop skills in critical listening, thinking, and interacting;
   b. written discourse both in class and out of class;
   c. at lease one presentation;
   d. writing assignments of increasing difficulty;
   e. a minimum of 2500 instructor-evaluated written words, including at least one paper of 1500 words, with two or more additional papers totaling at least 1500 words;
   f. at least one paper revised according to instructor comments and suggestions.

CRITERIA FOR ETHNIC/RACE/GENDER AWARENESS AREA COURSES

Ethnic, race, and gender awareness courses:

1. Foster an atmosphere in which relations between disparate groups may be improved.
2. Develop an understanding of the significant contributions of minorities.
3. Present aspects of the social, economic, political, or psychological relations between and among ethnic, race or gender groups.
4. Analyze traditional views concerning gender and /or minorities.
5. Explore changing perspectives about gender and/or minorities.
6. Encourage curiosity about and empathy for cultural and gender differences.
7. Promote critical thinking.

CRITERIA FOR GLOBAL AND INTERNATIONAL AWARENESS COURSES

Global and International courses:

1. Develop curiosity about and empathy for cultural diversity and global issues.
2. Incorporate subject matter within the Twentieth Century.
3. Promote critical thinking skills.
4. Emphasize one or more the following:
   a. awareness of the interdependence of societies in the world;
   b. understanding of a variety of cultures;
   c. study of a region or country outside the United States.

CRITERIA FOR HISTORICAL AWARENESS COURSES

Historical Awareness courses:

1. Focus on historical sequence to show the interconnectedness of ideas/events/themes/ theories.
2. Explore a period of human history through the study of values, cultures, politics, or other aspects of culture.
3. Cultivate curiosity concerning human and social behavior.
4. Promote critical thinking.

On the following pages are the General Education Core Curriculum and special requirements for the TGECC as published in the 1997-1998 Coconino Community College Catalog.

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GENERAL EDUCATION CORE CURRICULUM

ENGLISH COMPOSITION (6**)

ENG	101*	College Composition I	(3)
ENG	102*	College Composition II	(3)

Note: AAS & AGS Degrees may substitute ENG 135 and/or ENG 136. See specific degree program for requirement listing.

MATHEMATICS (3**)

MAT	142	Application of College Algebra	(3)
MAT	151	College Algebra	(4)
MAT	164	Elementary Functions	(3)
MAT	187	Precalculus	(5)
MAT	212	Business Calculus	(3)
MAT	220	Calculus & Analytic Geometry I	(5)

Note: AAS & AGS Degrees may substitute MAT 121 or higher or BUS 100. See specific degree program for requirement listing.

ARTS/HUMANITIES (9**)

At least 1 course from the Arts category must be selected to meet the requirements.

Arts (3**)

ART	100*	Art Appreciation	(3)
ART	201	Art History I	(3)
ART	202	Art History II	(3)
MUS	100*	Music Appreciation	(3)
MUS	145*	Jazz History & Literature	(3)
THR	101*	Introduction to Theatre	(3)

Humanities

ENG	236	Introduction to the American Short Story	(3)
ENG	237	Women in Literature	(3)
ENG	238	Literature of the Southwest	(3)
ENG	272	Creative Writing: Nonfiction	(3)
HUM	241*	Humanities I	(3)
HUM	242*	Humanities II	(3)
PHI	101*	Introduction to Philosophy	(3)
PHI	105*	Introduction to Ethics	(3)

Social & Behavioral Sciences (9**)

Courses from 2 or more disciplines must be selected to meet the requirement.

ANT	102	Introduction to Cultural Anthropology	(3)
ANT	110	Exploring Archeology	(3)
BUS	203*	Business Law	(3)
BUS	214*	Legal, Ethical & Regulatory Issues in Business	(3)
ECN	204*	Macroeconomic Principles	(3)
ECN	205*	Microeconomic Principles	(3)
GEO	133*	World/Regional Geography	(3)
HIS	131*	United States History I	(3)
HIS	132*	United States History II	(3)
HIS	136*	Women in American History	(3)
HIS	201*	Western Civilization I	(3)
HIS	202*	Western Civilization II	(3)
HIS	271	History of the Soviet Union	(3)
POS	101	Introduction to Politics	(3)
POS	110*	American National Government	(3)
POS	120	Introduction to World Politics	(3)
POS	220*	Arizona & National Constitution	(3)
POS	233	Global Environmental Politics	(3)
PSY	101*	Introduction to Psychology	(3)
PSY	227*	Personality Theory	(3)
PSY	233*	Social Psychology	(3)
PSY	236*	Psychology of Women	(3)
SOC	101	Introduction to Sociology	(3)
SOC	132	Social Problems	(3)
SOC	142*	Race & Ethnic Relations	(3)

PHYSICAL & BIOLOGICAL LABORATORY SCIENCES (8**)

BIO	100*	Biology Concepts	(4)
BIO	105*	Environmental Biology	(4)
BIO	184*	Plant Biology	(4)
BIO	190*	Animal Biology	(4)
BIO	201*	Human Anatomy & Physiology I	(4)
BIO	202*	Human Anatomy & Physiology II	(4)
BIO	205*	Microbiology	(4)
CHM	130*	Fundamental Chemistry	(4)
CHM	151*	General Chemistry I	(4)
CHM	152*	General Chemistry II	(4)
GEO	131*	Introduction to Physical Geography	(4)
GLG	100*	Introduction to Geology	(4)
GLG	101*	Physical Geology	(4)
GLG	102*	Historical Geology	(4)
GLG	201*	Ancient Life	(4)
PHY	111*	General Physics I	(4)
PHY	112*	General Physics II	(4)
PHY	141*	Concepts of Physics	(4)
PHY	161*	College Physics I	(5)
PHY	180*	Introduction to Astronomy	(4)
PHY	262*	College Physics II	(5)

GENERAL EDUCATION OPTIONS (6**)

Option courses may be selected from the preceding lists or from the following:

CIS	120	Introduction to Computer Information Systems	(3)
FRE	101	Beginning French I	(4)
FRE	102	Beginning French II	(4)
MAT	160	Elementary Statistics	(3)
NAV	101	Beginning Navajo I	(4)
NAV	102	Beginning Navajo II	(4)
SLG	101	American Sign Language I	(3)
SLG	102	American Sign Language II	(3)
SLG	201	American Sign Language III	(3)
SPA	101	Beginning Spanish I	(4)
SPA	102	Beginning Spanish II	(4)
SPA	201	Intermediate Spanish I	(4)
SPA	202	Intermediate Spanish II	(4)
SPC	100	Fundamentals of Speech Communication	(3)

NOTES

Check your chosen degree program for specific General Education requirements.

*Course meets the CCC graduation reading requirement

**Minimum credits required for transfer degrees

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TRANSFER GENERAL EDUCATION CORE CURRICULUM

The Transfer General Education Core Curriculum (TGECC) is a block of 41 semester credit hours of lower division, general education coursework. It can be completed by itself or as part of an associate degree at CCC and must include the special requirements listed below. The College certifies completion of the TGECC on the official transcript.

A completed TGECC will transfer as a block to meet the general education requirements at any other public Arizona Community college. Transfer students who wish to earn the associate degree must then meet additional CCC degree requirements.

A completed TGECC will transfer as a block to any of the Arizona public universities and will meet lower division general education requirements. To earn the bachelor's degree, students transferring the TGECC must still meet course prerequisites, major requirements, and upper division requirements at their chosen university.

Special Requirements
Students planning to transfer a completed TGECC must meet the additional "Special Requirements" listed below. These requirements may be met within the 41 hours of General Education Core Curriculum by choosing one course from each of the following lists.

A course cannot fulfill more than one special requirement.

INTENSIVE WRITING/CRITICAL INQUIRY

ECN	204	Macroeconomic Principles	(3)
ENG	272	Creative Writing: Nonfiction	(3)
GLG	201	Ancient Life	(4)
HUM	241	Humanities I	(3)
HUM	242	Humanities II	(3)
MAT	142	Applications of College Algebra	(3)
POS	220	AZ & National Constitution	(3)
PSY	233	Social Psychology	(3)

Note: ENG 102 is a pre- or corequisite for these courses.

ETHNIC/RACE/GENDER AWARENESS

ANT	102	Introduction to Cultural Anthropology	(3)
ENG	236	Introduction to the American Short Story	(3)
ENG	237	Women in Literature	(3)
ENG	238	Literature of the Southwest	(3)
HIS	136	Women in American History	(3)
PHI	105	Introduction to Ethics	(3)
PSY	233	Social Psychology	(3)
PSY	236	Psychology of Women	(3)
SOC	132	Social Problems	(3)
SOC	142	Race & Ethnic Relations	(3)

CONTEMPORARY GLOBAL/INTERNATIONAL AWARENESS or HISTORICAL AWARENESS

ANT	102	Introduction to Cultural Anthropology	(3)
ART	201	Art History I	(3)
ART	202	Art History II	(3)
GEO	133	World/Regional Geography	(3)
HIS	131	United States History I	(3)
HIS	132	United States History II	(3)
HIS	136	Women in American History	(3)
HIS	201	Western Civilization I	(3)
HIS	202	Western Civilization II	(3)
HIS	271	History of the Soviet Union	(3)
HUM	242	Humanities II	(3)
PHI	101	Introduction to Philosophy	(3)
POS	120	Introduction to World Politics	(3)
POS	233	Global Environmental Politics	(3)

SPECIAL REQUIREMENTS:		
Intensive Writing/Critical Inquiry		
Course	Semester	Year
Ethnic/Race/Gender Awareness		
Course	Semester	Year
Contemporary Global/International OR Historical Awareness		
Course	Semester	Year

NOTES

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SUMMARY OF REVIEW OF LITERATURE

In reviewing the general education assessment process for over twenty college-level institutions, I found a common pattern in the steps taken, including one or more of the following:

1. begin a placement testing or assessment procedure for English, reading, and math
2. establish curriculum in these areas for under-prepared students
3. write broad criteria or values statement for general education courses
4. establish a core general education curriculum
5. divide the curriculum into groups and write criteria for each group
6. decide on guidelines for writing outlines/syllabi
7. assure that all general education outlines/syllabi meet the guidelines
8. identify expected student outcomes for individual courses and general education as a whole
9. establish ways to measure those outcomes

Student outcomes assessment would then be on going, and might indicate revisiting one of the previous steps if weaknesses were detected.

We are fortunate that when our college was founded in 1991, founding faculty were aware of the desirability of all of the above. Placement testing was in place for the first students of Coconino Community College, and developmental curriculum had been written. Outlines were standardized from the beginning, and guidelines for syllabi are published in the Faculty Handbook. The first catalog (1992-93) contained a general education overview and a core of classes divided into English, mathematics, art and humanities, social and behavioral sciences, and options, with a total of sixty-three courses.

This initial course bank was revised somewhat to meet criteria written in 1993 according to the newly-established state guidelines, and three "Special Requirement" areas were added as required to facilitate a block transfer of the "Transfer General Education Core Curriculum" to other schools within Arizona. These are Intensive Writing/Critical Inquiry, Ethnic/Race/Gender Awareness, and Global/International Awareness or Historical Awareness.

In 1995, a number of new courses were established in areas of perceived need; the total is now eighty-one courses. After revisiting step three, we started our assessment on step seven: to assure that all general education outlines meet the guidelines.

The following may assist in pursuing step eight:

REVIEW OF LITERATURE: GENERAL EDUCATION GOALS FROM SELECTED COLLEGES

BLACKHAWK COLLEGE

1. Apply Thinking Skills.
2. Apply Quantitative Skills.
3. Apply Communication Skills.
4. Learn throughout life.
5. Adapt to change.
6. Enhance personal values.

BROOME COMMUNITY COLLEGE

1. Communicating effectively.
2. Acting civically.
3. Thinking globally and cross-culturally.
4. Thinking critically.
5. Reasoning ethically.
6. Understanding and using math, science, and technology.
7. Maintaining good health and fitness.

CHANDLER-GILBERT COMMUNITY COLLEGE

1. Demonstrate proficiency in skills and competencies essential for all college educated adults.
2. Achieve completion of an identifiable and coherent undergraduate level of general education component.
3. Master the level of knowledge appropriate to the degree granted.

COLUMBUS STATE COMMUNITY COLLEGE

1. Think Critically
2. Solve Problems
3. Communicate Effectively
4. Demonstrate Interpersonal Skills
5. Recognize the Value of Human Diversity
6. Demonstrate Life Management Skills

JEFFERSON COMMUNITY COLLEGE

1. Communicate effectively using standard written English.
2. Communicate in a clear oral and nonverbal fashion and employ active listening skills.
3. Demonstrate basic skills in computer operations and/or software applications.
4. Organize, analyze, and make information useful by employing mathematics.
5. Demonstrate an awareness of one's interaction with the biological/physical environment.
6. Demonstrate an awareness of self as an individual, as a member of a multicultural society, and/or as a member of a world community.

7. Recognize the impact of decisive ideas in human heritage.
8. Develop and perform basic search strategies and access information in a variety of formats, print and nonprint.
9. Analyze, summarize, and interpret a variety of reading materials.
10. Think critically and make connections in learning across the disciplines.
11. Elaborate upon knowledge to create new thoughts, processes, and products.
12. Demonstrate an awareness of ethical considerations in making value choices.

PIEDMONT VIRGINIA COMMUNITY COLLEGE

1. Present knowledge in an orderly and intelligible fashion, in writing and in speech.
2. Demonstrate value for a lifelong process of intellectual and cultural growth.
3. Obtain, understand, and use quantitative information.
4. Demonstrate computer literacy and appreciate the role of computers in society.
5. Understand how and where the sciences are applied, including their application to environmental problems.
6. Value physical and emotional health.
7. Understand the relationship of a person to society.
8. Develop appreciation for the arts and learn to make aesthetic judgments.
9. Articulate a global perspective.
10. Develop critical thinking.
11. Demonstrate interpersonal skills.

ROWAN COLLEGE OF NEW JERSEY

After completing the General Education program students will be able to:

1. Synthesize and integrate information and ideas.
2. Think holistically, seeing the whole as well as the parts.
3. Learn and apply central ideas drawn from the content of general education courses.
4. Demonstrate analytic skills.
5. Draw reasonable inferences from observations and assumptions.
6. Demonstrate curiosity and a commitment to learning.
7. Demonstrate global orientation and multicultural sensitivity.

SEMINOLE JUNIOR COLLEGE

Student Assessment Goals:

1. Speaking and writing abilities will relate to the intellectual and social components.
2. Knowledge of American history and the American form of government will relate to the economic, political, social and ethical environment components.
3. Knowledge of life and physical sciences will relate to the intellectual, physical, and economic components.
4. Knowledge of cultural development and the development of humanity.
5. Lifelong physical and wellness skills.
6. Critical thinking.
7. College skills.

SHORELINE COMMUNITY COLLEGE

1. Students will be able to demonstrate competence in communication, quantitative reasoning, general intellectual (critical thinking) and social functioning skills.
   A. Communication: Demonstrate ability to: (1) read, listen and interpret, and communicate through appropriate spoken or written forms of standard English; (2) recognize and critically examine attitudes and values expressed by others in oral and written form; and (3) interpret and/or create appropriate visual and auditory representations complimentary to the ideas expressed in language.

   B. Quantitative Reasoning: Demonstrate ability to apply principals of mathematics and logic to understanding and interpreting quantitative information and problems.

   C. General Intellectual Abilities: Demonstrate ability to: (1) acquire, understand, process, and draw conclusions from information using observation, analysis, interpretation, speculation, and evaluation; (2) identify problems and engage in problem solving using alternative answers; (3) learn new skills, new technologies and develop new ideas; (4) use basic research methods and apply current technologies to retrieve, evaluate, and use information.

   D. Social Functioning: Demonstrate ability to: (1) understand and tolerate different viewpoints and behaviors; (2) understand gender and cultural differences and adapt to multicultural settings; (3) cooperate with, relate to, and work with others; (4) apply leadership skills and assess personal strengths and weaknesses as a leader; (5) take civic, social, and environmental responsibility appropriate to the community.
2. Knowledge: Students will be able to comprehend and demonstrate knowledge of the principles inherent in the general education curriculum and exhibit active awareness of the natural, social, and cultural environment.
3. Attitudes and Values: Based on their knowledge of themselves, the students will demonstrate the capability for continued self-direction.

YAVAPAI COLLEGE

1. Thoughtful and precise writing.
2. Critical thinking
   - Evidence of analysis, interpretation, deliberative evaluation, synthesis.
3. Exploration of alternative conceptual frameworks; identifying and evaluating ways of seeing and knowing.
4. Discovery of connections among disciplines.
5. Developing insights
   -Understanding assumptions
   (epistemic thinking)
   -Implications of accepting frameworks
   (metacognition and methodological paradigms)
   -Consequences of alternative courses of action
   (decision making and ontological paradigms)

PROCESS OF CURRICULUM ASSESSMENT

1. Assessment of CCC curriculum started with close examination of the present "General Education Values Statement," which was redundant. From it we extracted fifteen criteria listed or implied, and used examples from some other colleges (see "Review of Literature"). These were submitted to the faculty for ranking as follows:

   H = high (very important)
   M = medium (medium importance)
   L = low (least importance).

Also, please feel free to suggest alternate wording for these statements. Thank you.

___ Precise writing skills

___ Effective (oral/signed) communication

___ Critical reading skills

___ Desire for pursuit of knowledge

___ Analyzing and synthesizing

___ Scientific literacy

___ Knowledge of technology

___ Problem solving skills

___ Logical reasoning skills

___ Mathematical skills (principles of mathematics, numeracy?)

___ Independent thinking

___ Recognize value of human diversity

___ Self-understanding

___ Quantitative thinking skills

___ Understanding of and sensitivity to cultural and/or historical contexts

The responses guided us in the revision of the values statement and in writing an evaluation check sheet to be used for each outline. (see Appendix A)

2. After several drafts, which were submitted for suggestions and approval to all full-time faculty, the revision was finalized as follows:

GENERAL EDUCATION VALUES STATEMENT

The General Education curriculum provides the core of learning in all degree programs and demonstrates the commitment of Coconino Community College to student success. This core of learning includes skills in reading, writing, quantitative and critical thinking which provide a basis for university study or lifelong education. Specific courses emphasize the principles of mathematics, science, or technology; others focus on greater awareness of self, society, and the history and culture of humankind. *General Education presents skills and knowledge for students to succeed in academic, career, and life goals.*

3. Up-to-date copies of all general education course outlines were obtained from the curriculum office. Each outline was evaluated by one of two faculty members using a check sheet which includes all of the criteria submitted to faculty plus the discipline areas such as arts, music, and literature. These were divided into "skills", "principles" and "awareness" areas. Each could be checked as implied or stated, and additional space was given to note specifically where each could be found in the outline. (See Appendix B.)

4. A six-hour "General Education Revision Retreat" was held at Little America with nearly twenty faculty attending, representing nearly all discipline areas. Each participant was provided with the following:
    * hard copy of course outlines for discipline area
    * check list cover sheet for each outline
    * disk copy of course outlines for discipline area
    * established criteria for discipline area
    * established criteria for "Special Requirement" courses
    * guidelines from the Curriculum Committee for standardizing course outlines
    * guidelines for writing course outcomes or competencies
    * hierarchy of descriptive verbs to use (See samples, Appendix C.)
    * colored pens
    * access to lap top computers (two keyboardists were also available for input)
    * curriculum modification forms to be filled out for completed outlines

    After a brief orientation, participating faculty were asked to revise outlines according to all criteria provided and to revise and add to the check sheets according to their perceptions of implied and stated skills, principles, and awareness areas in each revised outline.

    Fifty-three outlines were revised during this session and a number of others were in-progress. Forty-seven were keyed on disk, and during succeeding days the others were keyed and all were printed.

5. A "blanket" justification statement (Appendix D) was written and forwarded to the Curriculum Secretary to cover all the revised courses.

6. Copies of the outlines were returned to the revisers along with the original outlines. They were asked to continue revising (because we recognized that some participants had felt under pressure) until they were satisfied and then send the outlines to the Curriculum Committee. About twenty additional outlines have now been revised, bringing the total to approximately seventy-three. A few of the outlines were relatively new, already conforming to the established criteria; others had recently been revised. We are satisfied that virtually all of the general education course outlines have now been revised; the final count of those actually passed by the Curriculum Committee will need to come from them in Fall, 1997.

7. The check sheets were tabulated to determine numbers of courses covering each area. (See Appendix E.) This should help serve as a guideline for starting outcomes assessment.

8. Based on a review of some pertinent general education outcomes assessment literature and the data gathered in this survey, the author made some observations and suggestions for the next step: outcomes assessment of the general education curriculum at Coconino Community College.

SUMMARY

As a result of this assessment project, we have a clear idea of what we as a faculty believe is important to teach, and we know what our General Education course outlines say or imply that we are teaching.

First, the General Education Values Statement was revised to make it more concise and clear.

As a part of this activity, faculty were asked to rank skills which might be taught as high, moderate, or low. Assigning a value of three to each "high" rating and a value of two to each "moderate" rating, the rankings were as follows: (see Appendix A)

52 - Precise writing
52 - Critical reading
50 - Problem solving
45 - Effective oral/signed communication
44 - Logical reasoning skills
43 - Analyzing and synthesizing
42 - Independent thinking skills

The other skills listed totaled below 40, no doubt a reflection that those skills are taught in a limited number of classes, while those ranked highest are desirable in most General Education classes.

In constructing the checklist to analyze the content of the General Education course outlines, critical thinking was listed instead of logical reasoning skills, analyzing and synthesizing, and independent thinking skills, which many faculty felt were synonymous or at least overlapping. On the checklist, we gave examples of critical thinking as "analyze information, evaluate issues, draw inferences, obtain information from a variety of sources, compare and contrast, identify assumptions, solve problems, make decisions, identify fallacies, reason inductively and deductively.

Most of the eighty-one General Education outlines were revised for consistency and to clearly state measurable outlines. The revisers then filled out the check sheets with additions or corrections to the original evaluations.

The summary of all the check sheets reveal that the outlines are generally consistent with the faculty rankings of desired skills: again reading, writing, critical thinking, and speaking/signing were most often implied or stated. A strong correlation emerged between what faculty feel is important and what our outlines contain.

The next step in this assessment process will be to determine if students are learning the identified skills, principles and perspectives.

CONSIDERATIONS FOR FUTURE GENERAL EDUCATION OUTCOMES ASSESSMENT

The next step (beyond the intended scope of this assessment project) is to determine ways to examine if we are indeed teaching what we say in the outlines, then to evaluate how well students are progressing in these areas, and finally, to improve areas of weakness.

PRIORITIES:

1. It seems clear from both the faculty ranking and the course outline check sheets that the top priority is critical thinking. On the faculty ranking, it was decided that a number of the items should be included under critical thinking, such as analyzing and synthesizing and logical reasoning skills. Outcomes assessment should include, if not focus, on this area.

2. Reading rankst second as "implied" on the check sheets, which is misleading because that category was usually checked simply if a textbook is required. Since "Critical Reading" was given a high rating on the faculty questionnaire, this is definitely an area for assessment activities. A group is now studying the reading skills and needs of our students.

3. "Precise writing skills" proves to be another high ranking skill. This needs to be clearly defined, perhaps with a rubric to measure outcomes. Jackson County Community College has developed this type of assessment very well.

4. Effective oral/signed communication appears to come next on the faculty rankings and check sheet combined.

The rankings are less clear cut after these four, with "desire for pursuit of knowledge," quantitative thinking, and "recognize the value of human diversity" being the next three. Following them are the more discipline-specific areas of knowledge.

POSSIBLE STEPS IN THE PROCESS:

Starting with the broadest scope, one possibility is to write outcomes for students who have completed the CCC General Education block: many examples are provided in the review of literature.

Another is to write expected outcomes for areas within General Education, e.g. composition classes or outcomes for each of the criteria mentioned above. Dixie College and Northwest Missouri State University, among others, have developed comprehensive measurable outcomes statements.

A third would be to focus first on the areas identified above as most important to faculty and appearing most often in our outlines: reading, writing, and critical thinking.

A more narrow focus is to base assessment on outcomes as listed in course outlines.

Another narrow focus is for individual faculty to assess activities in their classes designed to promote a particular skill such as quantitative thinking.

INSTRUMENTS:

The obvious (and "easy") choice would be standardized tests, pre and post, to measure "value added." Here are some of the possible drawbacks implied by the review of literature and in actual assessment summaries.

* They are expensive.
* They may not measure what the courses are teaching.
* They are usually multiple choice, measuring lower level thinking.
* The user norms may be very different from CCC's students.
* It is often difficult to determine how to improve instruction based on these tests.

However, new tests are constantly being developed in response to mandated assessment. No doubt they have improved significantly.

Portfolios or random samples of student work are another popular method, probably requiring more personnel to evaluate than we can spare.

Student exit questionnaires regarding the entire college experience (including General Education) should probably be a part of the equation; Mohave has developed one we could use as a starting place.

Standardized exams within discipline areas, testing for the outcomes listed on the outlines would be a relatively simple assessment tool.

Instructor-initiated assessment of skills in particular classes would be the most specific, focused possibility.

Obviously, given our lack of personnel and time, we will probably need a combination of the suggested assessment steps and methods: broad-based institution-wide and those initiated by individual instructors.

APPENDIX A

FACULTY RESPONSE

SKILL	High	Moderate	Low	No Response
Precise Writing Skills	16	2		
Effective Oral/Signed Communication	9	9		
Critical Reading	16	2		
Desire for Pursuit of Knowledge	8	5	3	2
Analyzing & Synthesizing	9	8		1
Scientific Literacy	2	11	5	
Knowledge of Technology	6	8	3	1
Understanding of and sensitivity to Cultural and/or Historical events	6	8	3	1
Problem solving skills	14	4		
Mathematic skills (priciples of mathematics, numeracy)	6	9	3	
Independent thinking	10	6	1	1
Recognize Value of Human Diversity	8	6	4	
Self-understanding	5	6	6	1
Quantitative Thinking Skills	9	6	2	1

APPENDIX A

WEIGHTED FACULTY RESPONSE

SKILL	High x3	Moderate x2	Total
Precise Writing Skills	48	4	52
Effective Oral/Signed Communication	27	18	45
Critical Reading	48	4	52
Desire for Pursuit of Knowledge	24	10	34
Analyzing & Synthesizing	27	16	43
Scientific Literacy	6	22	28
Knowledge of Technology	18	16	34
Understanding of and sensitivity to Cultural and/or Historical events	18	16	34
Problem solving skills	42	8	50
Mathematic skills (priciples of mathematics, numeracy)	18	18	36
Independent thinking	30	12	42
Recognize Value of Human Diversity	24	12	36
Self-understanding	15	12	27
Quantitative Thinking Skills	18	12	39

APPENDIX B

Coconino Community College Course Outline Checklist			
Course:			
Skills	**Implied**	**Stated**	**Details**
Communication			
- Reading			
- Writing			
- Speaking/Sign			
- Modern Language			
Quantitative Thinking*			
Critical Thinking*			
Principles	**Implied**	**Stated**	**Details**
Mathematics			
Science			
Technology			
Awareness	**Implied**	**Stated**	**Details**
Self			
Society			
Historical			
Global			
Cultural			
- Arts			
- Music			
- Philosophy			
- Architecture			
- Literature			
- Diversity			

* Examples of Quantitative thinking : apply principles of mathematics, interpret quantitative information, solve problems.

* Examples of Critical thinking: analyze information, evaluate issues, draw inferences, obtain information from a variety of sources, compare and contrast, identify assumptions, solve problems, make decisions, identify fallacies, reason inductively and deductively.

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APPENDIX C

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Date:

Prepared by:

A. Identification:
   1. Subject Area:
   2. Course Number:
   3. Course Title:
   4. Credit Hrs: Lecture Hrs: Lab Hrs:
   5. Catalog Description:

B. Instructional Materials:

C. Course Goals:

D. Course Outcomes/Competencies (Vocational):

E. Course Content:

COURSE DESCRIPTION

The course description is a brief explanation, written in phrases rather than complete sentences, clearly identifying critical or key content areas. Information about teaching methods, procedures not directly related to course content, and advising issues are not included in the description.

The following guidelines are designed to ensure the uniformity and completeness of all course descriptions in the College catalog:

- Write the description with the following criteria in mind: relevant content, correct prerequisites, accuracy, completeness, clarity, and proper emphasis
- Make the description student-oriented (i.e., help the student understand course content clearly)
- Avoid using unnecessary words or articles and technical or educational jargon
- Use phrases, not long or complex sentences
- Include special notes (e.g.,"Preparation for EMT Certification test")
- Write the description in the following format including each designation as applicable in the order listed: narrative, special notes, corequisite, prerequisite, repeatable for credit, lecture/lab hours, S/U credit

COREQUISITES AND PREREQUISITES

Corequisites are those courses or requirements which must be taken or met simultaneously with another course or requirement.

Prerequisite courses are those courses that must be completed prior to enrollment in another course. Prerequisites may also be grades, competency levels, assessment tests, exit exams, or consent of instructor.

Corequisites/prerequisites are required, not suggested. The determination of the appropriateness for corequisites and prerequisites should be based on necessity.

Standard Corequisite/Prerequisite Statements

Consent of Instructor:

When a faculty member initiates a curriculum proposal that includes "consent of instructor" as a prerequisite in the course description, the instructor acknowledges that the standards established by the prerequisite are subject to the individual interpretation of each faculty member teaching the course.

Inclusion in a Program:

Corequisites and prerequisites that have direct bearing on subsequent courses must be available in the sequence and location where the program is offered. Required courses included in a degree or certificate program may not have a prerequisite unless the prerequisite is listed as part of the degree or certificate program or may be satisfied by a generally available high school course that should have been completed by a student anticipating entry into the program.

INSTRUCTIONAL MATERIALS

Instructional materials include the required textbook(s) or other items required for participation in a class such as software, tools, specialized clothing or gear, etc. The title of required text(s), the author, publisher, edition, and ISBN number are required on all course outlines. The following format should be used for each type of text listed:

Curriculum Writing, Taylor, Allen, 3rd Ed., 1991, Mills Publ., ISBN# 0-123-45678-9

Approved supplemental and alternative texts are placed on the course outline but recommended reading lists are not. If no text is required state "No text required."

See page 10 for Textbook Procedures.

COURSE GOALS

Course goals are broad concepts, stated in narrative form, defining the outcomes of the course in behavioral terms. Course goals answer the question: In general, what is this course designed to accomplish? The course goals speak to the instructor and are written using educational terminology. This section must also state if the course is Writing Intensive; Ethnic/Race/Gender Awareness; or Global/International Awareness or Historical Awareness. Refer to the General Education Values Statement and Criteria contained in this manual and in the Faculty Handbook.

Examples of Course Goal Wording:

Academic: POS 110

Students will develop a knowledge of constitutions, federalism, and democracy and how these are developed in the American context. Students will also establish an understanding of the institutions of the federal government and the forces, internal as well as external, that act upon them in the development of policy.

Vocational: FSC 101

To provide students with a brief and basic understanding of the firefighter and the required equipment. Students will explore the role and structure of fire proteciton organizations as well as the requirements to enter this career.

COURSE OUTCOMES/COMPETENCIES (VOCATIONAL)

Develop course outcomes for academic courses or competencies for vocational courses.

Course Outcomes (Academic):
Outcomes indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms, and must be consistent with the course content.

Course Competencies (Vocational):
Competencies are measurable proficiencies of knowledge and skills achieved by students upon completion of a course. Competencies are written in observable terms so that students and instructors understand the specific skills required in a given course.

How to identify and write course outcomes and/or competencies

- Review class resources, handouts, notes, textbooks, comparable courses at other institutions if appropriate, business and industry job requirements, or other pertinent items helpful in determining the minimum outcomes for the class;
- Describe knowledge and skills to be achieved by students in measurable terms;
- Avoid "jargon";
- Refer to the "Hierarchy of Descriptive Verbs List" ; a list of outcomes will usually include several cognitive levels.

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Example of Course Outcomes Wording:

Course: ENG 102

Students will be able to:

1. Read critically and analytically with attention to style, tone, diction, and literary devices.
2. Synthesize ideas from readings with their own ideas and research.
3. Follow the writing process: idea generating, organizing, drafting, revising, proofreading.
4. Analyze and critique their own writing and peer writing.
5. Make informed decisions concerning purpose, audience, point of view, controlling idea, organization, and logical reasoning.
6. Research and codument sources; integrate source material skillfully.
7. Make informed choices in style and diction.
8. Improve their writing by revising for unity, coherence, sentence variety, and clarity.
9. Edit for usage, spelling, and mechanics.
10. Write a critical documented essary of 1500-2000 words illustrating sufficient competency to succeed in college level writing.

Example of Course Competencies Wording:

Course: DFT 250

Students will be able to:

1. Create and edit 3D primitives.
2. Demonstrate Autocad's shade and render commands in a 3D drawing using various settings.
3. Apply multiple viewports in paper space and model space then plot to a hard copy.
4. Create drawings using external references.
5. Develop and create a slide presentation using the MSLIDE and VSLIDE commands.
6. Create custom pull-down and tablet menus.
7. Configure and customize Autocad menus.
8. Develop an Autocad LISP program.
9. Import and export a variety of files.
10. Create and combine an AutoLISP and 3D programs.

COURSE CONTENT

Course content is a brief outline of the major topics covered in a course. The content should be supportive of the intended course outcomes and consistent with the course description. Course content is <u>not</u> textbook specific.

Examples of Course Content Wording:

Academic: POS 110

Content will include but not necessarily be limited to:

1. Constitutions and constitutionalism
2. Democracy and civil rights
   a. theories of democracy
   b. civil rights and liberties under the constitution
3. Federalism
4. Institutions of government
   a. Congress
   b. Executive
   c. judicial system
   d. bureaucracy

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5. Policy process
6. Political organizations
   a. political parties
   b. interest groups
7. Public opinion and citizen participation
8. Elections and campaigns
   a. role of media

Vocational: FSC 101

1. The fire service as a career
   a. suggestions for new firefighters
   b. teamwork
   c. training
   d. the firefighter image
   e. physical fitness
2. Early traditions and history
   a. early fire services
   b. early American traditions
   c. early volunteer
   d. the age of steam
   e. ladder trucks and commercial engines
   f. improvements and protective clothing
   g. gasoline motorized equipment
3. Fire service today
   a. joint council of national fire service organizations
   b. national professional qualifications system
   c. fire service career
   d. national organizations
   e. federal organizations
   f. state organizations
   g. local organizations
4. Fire department resources
   a. fire department facilities
   b. fire department equipment and apparatus
   c. water supplies
5. Policy process
6. Political organizations
   a. political parties
   b. interest groups
7. Public opinion and citizen participation
8. Elections and campaigns
   a. role of media

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HIERARCHY OF DESCRIPTIVE VERBS LIST

NOTE: AVOID THE USE OF TERMS THAT CANNOT BE SEEN OR ARE DIFFICULT TO MEASURE, SUCH AS:
ascertain, appreciate, comprehend, consider, discover, grasp, know, learn, realize, understand

KNOWLEDGE
cite
count
define
describe
draw
find
identify
indicate
itemize
label
list
locate
make
match
name
perform
point
quote
read
recall
recite
recognize
record
relate
repeat
select
state
tabulate
tell
trace
underline
write

COMPREHENSION
associate
classify
compare
compute
describe
differentiate
discuss
distinguish
estimate
explain
express
extrapolate
identify
interpolate
interpret
locate
predict
recognize
relate
report
restate
review
tell
translate

APPLICATION
apply
calculate
construct
demonstrate
dramatize
employ
engage in
illustrate
interpret
operate
practice
schedule
shop
sketch
solve
use

ANALYSIS
analyze
appraise
calculate
categorize
compare
contrast
criticize
debate
deduce
defend
detect
diagram
differentiate
disintegrate
distinguish
examine
experiment
explain
generate
induce
infer
inspect
inventory
question
relate
separate
solve
summarize
take apart
test

SYNTHESIS
arrange
assemble
collect
combine
compose
construct
create
derive
design
detect
develop
devise
expand
formulate
generalize
integrate
manage
modify
organize
plan
prepare
prescribe
produce
propose
recombine
reconstruct
reorder
reorganize
restructure
set up
specify
summarize
synthesize
systematize
write (essay)

EVALUATION
appraise
assess
choose
compare
critique
decide
determine
estimate
evaluate
grade
judge
measure
order
rank
rate
recommend
revise
score
select
test
value

COURSE MODIFICATION PROPOSAL FORM

☐Add to GEC ☐Add to TGECC ☐Change GEC Area ☐Change TGECC Area ☐Change Grading

☐Change Credits* ☐Change Lab Hrs* ☐Change Lecture Hrs* ☐ChangePrerequisite* ☐Change Title+

☐Change Prefix+ ☐Change Number+ ☐ChangeDescription* ☐Change Goals ☐Change Content

☐Change Outcomes/Competencies ☐Other - describe _____

☐Retirement

Initiator: _____ Date: _____ Instructional Area: _____

CURRENT INFORMATION

PREFIX, NUMBER: _____ CREDIT: __ LECTURE: __ LAB: __

COURSE TITLE: _____

TITLE ABBREVIATION (25 SPACE LIMIT): _____

SUGGESTED GRADING: ☐ A/F ☐ S/U ☐ BOTH

GECC: ☐ COMPOSITION ☐ MATHEMATICS ☐ ARTS/HUMANITIES ☐ SOCIAL/BEHAVIORAL SCIENCES ☐ LAB SCIENCE

TGECC: ☐ INTENSIVE WRITING/CRITICAL INQUIRY ☐ ETHNIC/RACE/GENDER AWARENESS ☐ GLOBAL/INTERNATIONAL AWARENESS OR HISTORICAL AWARENESS

PROPOSED INFORMATION

PREFIX, NUMBER: _____ CREDIT: __ LECTURE: __ LAB: __

COURSE TITLE: _____

TITLE ABBREVIATION (25 SPACE LIMIT): _____

SUGGESTED GRADING: ☐ A/F ☐ S/U ☐ BOTH

GECC: ☐ COMPOSITION ☐ MATHEMATICS ☐ ARTS/HUMANITIES ☐ SOCIAL/BEHAVIORAL SCIENCES ☐ LAB SCIENCE

TGECC: ☐ INTENSIVE WRITING/CRITICAL INQUIRY ☐ ETHNIC/RACE/GENDER AWARENESS ☐ GLOBAL/INTERNATIONAL AWARENESS OR HISTORICAL AWARENESS

Attach as separate documents:

☐ REVISED COURSE OUTLINE
☐ JUSTIFICATION STATEMENT
☐ REVISED GEC/TGECC CATALOG PAGE(S) (IF APPLICABLE)

Effective Date: _____

RECOMMENDATIONS/APPROVAL

☐ Recommended	☐ Comments Attached	Division Chair/Dean of Continuing Ed.	Date
☐ Recommended	☐ Comments Attached	Curriculum Committee Chair	Date
☐ Recommended	☐ Comments Attached	Vice President for Educational Services	Date
☐ Approved ☐ Disapproved	☐ Approved/Attached Change noted	Vice President for Educational Services	Date
☐ Approved ☐ Disapproved	☐ Approved/Attached Change noted	President	Date
☐ Approved ☐ Disapproved	☐ Approved/Attached Change noted	District Governing Board Chair	Date

DISTRIBUTION: INITIATOR, SITE COORDINATORS, REGISTRAR, DIVISION CHAIR, ADVISING, LEC, +ARTICULATION MEMO, *ARTICULATION EVALUATION, COURSE BANK, CATALOG

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APPENDIX D

JUSTIFICATION STATEMENT

MODIFICATION PROPOSALS General Education Courses

- Why are you proposing this modification?

To comply with new curriculum guidelines of format, measurable outcomes, etc. to include criteria from the TGECC document, and to "clean up" some outlines long neglected.

- Was this modification recommended by an outside agency or body, e.g., ATF, advisory council, NAU, State Board? If so, please name the agency or body and the reason for the recommendation.

Yes. The General Education Assessment project of the Principal Committee for Institutional Effectiveness, to ensure measurable outcomes, uniformity, and inclusion of TGECC criteria.

- How does this modification contribute to the fulfillment of the mission of the College?

By making sure the course outlines are accurate and specific for whomever teaches the class in whatever location, to help ensure student success.

- How does this modification meet the needs of a specialized group of students?

N/A

- What is the past history of enrollment and anticipated enrollment growth for this course?

Over 50% of our student credit hours come from these 82 courses. They should grow proportionately to the growth of the college.

- How will this modification impact any existing academic/vocational area, degree, certificate, or program? Please itemize each area, degree, certificate, and/or program impacted and provide supporting documentation, i.e., copy of catalog pages. If this modification impacts areas outside its division, documentation of the approval of the Division Chair of the impacted area must accompany this proposal.

N/A

- Please itemize any additional resources required to run this course as modified and their projected expense, e.g., faculty, equipment, fieldtrips, supplies.

N/A

Coconino Community College APPENDIX E Total Course Outlines Revised		
Skills	**Implied**	**Stated**
Communication		
- Reading	54	16
- Writing	5	42
- Speaking/Sign	3	30
- Modern Language	0	5
Quantitative Thinking*	1	27
Critical Thinking*	6	55
Principles	**Implied**	**Stated**
Mathematics	6	10
Science	6	16
Technology	2	5
Awareness	**Implied**	**Stated**
Self	6	8
Society	8	21
Historical	3	17
Global	9	9
Cultural	3	16
- Arts	0	6
- Music	0	4
- Philosophy	4	4
- Architecture	0	5
- Literature	2	7
- Diversity	7	21

* Examples of Quantitative thinking : apply principles of mathematics, interpret quantitative information, solve problems.

* Examples of Critical thinking: analyze information, evaluate issues, draw inferences, obtain information from a variety of sources, compare and contrast, identify assumptions, solve problems, make decisions, identify fallacies, reason inductively and deductively.

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APPENDIX F

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Prepared by: Joan Zumwalt M.A.,M.F.A. Date: December 4, 1991

A. Identification:

1. Subject Area: Speech
2. Course Number: SPC 100
3. Course Title: FUNDAMENTALS OF SPEECH COMMUNICATION
4. Credit Hrs: 3 Lecture Hrs: 3 Lab Hrs: 0
5. Catalog Description:
   Fundamental elements of oral communication emphasizing~~empahsizing~~ improving speaking skills and self-confidence. Three lecture. May be taken for S/U credit.

B. Instructional Materials:
PRINCIPLES OF SPEECH COMMUNICATION, 12TH BRIEF ED., GRONBECK, ETAL., ISBN 0-673-99176-8, HARPER COLLINS

C. Course Goals:
To develop effective listening and speaking skills and self-confidence needed in academic, social, and professional settings. ~~To learn models of communication and~~ Students will participate in practical experiences in listening, organizing and supporting ideas, and giving oral presentations.

D. Course Outcomes/Competencies:
Students will ~~demonstrate the ability to:~~

~~1. Understand a process model of communication.~~
~~2.~~1 ~~Listen effectively.~~ Develop listening skills.
~~3.~~2. Organize, focus, and support ideas in oral presentations.
~~4.~~3. Give speeches for specific purposes aimed at particular audiences.
~~5.~~4. Participate effectively in decision-making groups.
5. Critique live and videotaped speeches.

E. Course Content:

~~1. Process and models of communication.~~
~~2.~~1. Planning and organizing a speech.
   ~~a. Subject~~
   ~~b.~~a. Purpose
   ~~c.~~b. Audience
   ~~d.~~c. Gathering ideas
   d. Organizing ideas in outline form
   e. Research and use of supporting materials
   f. Language choice
   ~~g. Parts of a speech~~
   ~~h. Rehearsing a speech~~
~~3.~~2. Overcoming anxiety.
~~4.~~3. Critiquing speeches.
~~5.~~4. Developing listening skills.
~~6. Types of speeches: informative, persuasive, special occasion.~~
~~7.~~5. Decision-making groups.

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Revisions:
Format/consistency change October 25, 1994/CT
Change of text Summer, 1995/JJ
Format changes FALL 1996.amk

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Prepared by: Joan Zumwalt M.A.,M.F.A. Date: December 4, 1991

A. Identification:

1. Subject Area: Speech
2. Course Number: SPC 100
3. Course Title: FUNDAMENTALS OF SPEECH COMMUNICATION
4. Credit Hrs: 3 Lecture Hrs: 3 Lab Hrs:0
5. Catalog Description:
Fundamental elements of oral communication empahsizing improving speaking skills and self-confidence. Three lecture. May be taken for S/U credit.

B. Instructional Materials:
PRINCIPLES OF SPEECH COMMUNICATION, 12TH BRIEF ED., GRONBECK, ETAL., ISBN 0-673-99176-8, HARPER COLLINS

C. Course Goals:
~~Students will~~ ~~To~~ develop effective listening and speaking skills and self-confidence needed in academic, social, and professional settings. ~~To learn models of communication and~~ participate in practical experiences in listening, organizing and supporting ideas, and giving oral presentations.

D. Course Outcomes/Competencies:
Students will ~~demonstrate the ability to:~~
~~1. Understand a process model of communication.~~
Develop 1. ~~Listen~~ effectively. listening skills
2. Organize, focus, and support ideas in oral presentations.
3. Give speeches for specific purposes aimed at particular audiences.
4. Participate effectively in decision-making groups.
5. Critique live and videotaped speeches

E. Course Content:
~~1. Process and models of communication.~~
1. Planning and organizing a speech.
~~a. Subject~~
a. Purpose
b. Audience
c. Gathering ideas d. Organizing ideas in an outline form
e. Research and use of supporting materials
f. Language choice
~~g. Parts of a speech~~
~~h. Rehearsing a speech~~
2. Overcoming anxiety.
3. Critiquing speeches.
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~~6. Types of speeches: informative, persuasive, special occasion.~~
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